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ABSTRACT

When faced with personal success, some persons appear to become anxious and will do something to avoid or sabotage their efforts. This fear of success among university students was investigated in this study. The sampling included 210 students, 83 males and 127 females. The independent variables under consideration were locus of control, gender, age, academic achievement, and college classification. The dependent variable was the Fear of Success Scale Score. Results indicate that college students with an external locus of control had a statistically larger mean fear of success score than those with internal locus of control. This finding indicates that success-fearing individuals may perceive that the consequences of their behavior are controlled by forces outside of them, such as luck, chance, and fate. It is thought that the success-fearing person may compare a potentially successful situation to an event in the past in which the result was less than successful, and they will therefore sabotage their possible success. Other findings show that females have no more fear of success than do males and that the age of the college student, his or her academic achievement, and his or her college classification were not associated with the fear of success. Contains 26 references. (RJM)

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ED 407 631

UNIVERSITY STUDENTS AND FEAR OF SUCCESS

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

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Graduate Committee Approval

The Graduate Committee of Rick L. Froelich hereby approves his thesis as meeting partial fulfillment of the requirements for the Degree Master of Science.

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Abstract

The purpose of the researcher was to investigate the fear of success in university students. The sampling included 210 students, 83 males and 127 females. The independent variables investigated were locus of control, gender, age, academic achievement and college classification. The dependent variable was the Fear of Success Scale score. Three composite null hypotheses were tested using three-way analysis of variance (general linear model) at .0500 level of significance.

A total of 15 comparisons were made plus 6 reccurring comparisons. Of the 15 comparisons, 5 were main effects and 10 were interactions. Of the 5 main effects 1 was statistically significant at the .0500 level. The statistically significant comparison was for the main effect of locus of control and the dependent variable fear of success. The result indicated college students with an external locus of control had a statistically larger mean fear of success score than those with internal locus of control. None of the 10 interactions was statistically significant at the .0500 level.

The results of the present study appeared to support the following generalizations:

a. individuals who exhibit an external locus of control have a higher level of fear of success than individuals who have an internal locus of control;

b. females have no more fear of success than males;

c. age of college students is not associated with fear of success;

d. academic achievement is not associated with fear of success; and

e. college classification is not associated with fear of success.

Introduction

Overview

To strive for success in the present society is assumed universal. Yet, some individuals indicate a fear of being successful. These persons appear to become anxious and do something to avoid or sabotage their personal success when it is close to finalizing. Horner (1968, cited by Good & Good, 1973) postulated a concept to avoid success which affects an individual's quality of performance in competitive, achievement-oriented situations. Her research found that women scoring high on fear of success performed less well in interpersonal competition than women in noncompetitive situations. She suggested this finding indicated that many women may fear social rejection and loss of femininity should they become successful in competition with others. Horner (1974, cited by Griffore, 1977) further defined fear of success as a motive that results in feelings of anxiety about succeeding in a competitive task. "The anxiety is attributed to the expectation that the consequences of succeeding in competitive situations will be: 1) a loss of femininity for women, 2) loss of self-esteem, and 3) social rejection" (Griffore 1977, p. 417).

Zuckerman and Wheeler (1975) stated, "the motive to avoid success was conceptualized as a stable, latent disposition acquired early in life probably as a part of sex role socialization" (p. 933). The interference of fear of success with performance was believed to occur in situations in which fear of success was stimulated within females. The realization that success was at hand evoked

'masculine' qualities from women such as aggressiveness, competitiveness, and ambition. Success-fearing women would withdraw from the situation when success was near. The concept of fear of success appears to lie within the expectancy-value theory of motivation. The authors explained, "the amount of interference with performance depends upon the strength of the motive to avoid success, the probability of success, and the negative incentive value of success" (Zuckerman and Wheeler, 1975, p. 933). In other words, for a success fearing individual, the motivation to avoid success depends upon how fearful he or she is of success, how close success may be, and what price will be paid for being successful.

Pappo (1983) contended that the motive to fear success was common to both males and females. He defined fear of success, "as a psychological state which results in observable paralysis, withdrawal, or retraction in the presence of a consciously understood, subjective or objective goal which is perceived by the individual at the moment of withdrawal.

This 'consciously understood goal' is one which the individual can acknowledge to mean that success is an imminent possibility" (p. 36). In other words, success fearing individuals will respond to success cues by engaging in behavior designed to decrease the threatening situation. For example, at the time a success-fearing individual receives a personal compliment, a high grade in school or other significant positive feedback, he or she responds by employing behavior to minimize the danger of being successful. The individual

will deny the compliment or act out in a negative fashion to convince others that the personal compliment is unwarranted. The individual, then, may put off studying for a test until the night before or finds some excuse not to study at all. The final result of this strategy is a lower grade in the class and success is sabotaged.

Canavan-Gumpert, Garner, and Gumpert (1978) suggested that when success-fearing individuals were close to obtaining a degree of success, anxiety is likely to be aroused. These individuals are likely to undermine their achievement in the personal, interpersonal, academic, or occupational areas. The self-sabotage behavior is an attempt by success-fearers to do away with the event causing anxiety.

Canavan-Gumpert et al. (1978) believed that fear of success was unconscious. They identified several defense mechanisms and self-defeating behaviors exhibited by success-fearing individuals who are confronted with a success stimulus. According to the researchers, success fearing individuals are more likely to have low self-esteem and a preoccupation with being evaluated for their performance. They tend to discount the positive results. Also, these individuals may blame external factors such as luck or others for their accomplishments. Ultimately, when success becomes imminent, they usually do something to prevent it from occurring.

Fear of Success and Locus of Control

The association of locus of control and fear of success was explored in

several studies. Rotter (1966) conceptualized individuals who believe that their behavior was determined by factors within themselves and controlled within an internal orientation. Those with an external locus of control are more likely to believe that forces outside of their control, such as fate, luck, or powerful others, influence their actions. Therefore, individuals who are external, who claim task difficulty and luck for failure, take little personal responsibility for success. They are more likely to experience fear of success.

Ireland-Galman and Michael (1983) conducted a study of fear of success and locus of control among college students. A total sample of 404 college students (203 females and 201 males) enrolled in general education classes at a two-year community college in a suburb of Los Angeles, California, participated. During the spring, summer, and fall semesters, the students were administered the Bem Sex Role Inventory (BSRI), the Intellectual Achievement Responsibility Questionnaire (IAR), and the Fear of Success Scale (FOSS). The study consisted of seven variables: four were predictors, one a criterion measure and the remainder classificatory in nature. The first two predictor variables were age (variable 1) and sex (variable 2). The chronological age of the sample group ranged from 16 to 58 with a mean age of 22. For statistical analysis females were assigned a value of one and males a value of two (F=1, M=2). The third and fourth predictor variables were the Bem Sex Role Inventory (BSRI) and the Intellectual Achievement Responsibility Questionnaire (IAR). The criterion variable used was the Fear of Success Scale (FOSS). The classification

variables consisted of race (four subgroups) and major field of study (three subgroups). Inter-correlations among the test scores were calculated relevant to the various groups and subgroups.

Some of the major results of the study were that of the three largest ethnic subgroups (whites, blacks, and Hispanics) differentiated by sex, the concurrent validity coefficients for the predictor IAR relative to the FOSS variable were negative and statistically significant at the .001 level, with the coefficients having values between -.35 and -.62. No statistically significant correlation between scores on the IAR and those on the BSRI was found. Among the three tests, only the FOSS and the IAR consistently exhibited negative correlations across the subgroups of respondents with traditional or nontraditional majors at a level of significance beyond the .001 level. In other words, the study showed that an individual's level of fear of success is unrelated to sex or chronological age. Also, the more internal an individual's locus of control, the less fear of success is experienced.

A study by O'Connell and Perez (1982) investigated the relationship of fear of success and attributions, and the effect of gender-appropriate/gender-inappropriate cues on the incidence of fear of success. Their sample was composed of high school and college students who were surveyed about their attributions for success and failure. The sample consisted of 45 male and 42 female high school students and 43 male and 45 female college students. Dependent measurements consisted of a packet of Thematic Appreciation Test

(TAT) instructions and two verbal cues, a 10-word anagram task, an attributions rating scale and a brief demographic sheet.

The results of the study indicated that college students exhibit more fear of success than high school students. Further analysis of the data demonstrated that both high school and college males (91%) and females (62%) attribute their successes to internal factors. Males attributed 55% and females 68% of their failures to external influences. Male college students with fear of success attributed their success (93%) to internal factors and their failures (89%) to luck or task difficulty (external causes). College female students with fear of success (86%) attributed external attributions to success, and when fear of success was absent, the female college student (5%) would assign external factors to success. The study indicates success fearing college men are more than likely to assign success to internal factors and failures to external causes. Success fearing women are more likely to attach both success and failure to external causes.

Zuckerman and Allison (1976) conducted an investigation of the fear of success construct, performance of a task, and the attribution of success and failure. They hypothesized that the success-fearing individual would be affected in his or her attribution of responsibility to success and failure. Persons with high levels of fear of success would contribute their success to external factors and their failures to internal factors. The undergraduate sample consisted of 188 males and 193 females. In groups of 20-30 students, they were administered

the Fear of Success Scale (FOSS), Mehrabian's measure of achievement motivation and Horner's fear of success measure. Following this, the group was administered a 13-anagram test in which each word was on a separate page of a booklet. A 9-point scale was administered instructing the subjects to rate the importance of doing well on a test. The students were given an attribution measure on how they attributed success to four factors: task difficulty, effort, luck, and ability.

Results from the study by Zuckerman and Allison indicated that the Fear of Success Scale predicted fear of success anagram scores and showed significant sex differences. Female students scored higher on fear of success than males. Individuals that fear success claimed that doing well on a task was less important than low fear of success individuals. The Fear of Success Scale also indicated an interaction between success/failure and internal/external cause. The study indicated that the success-fearing population was more often likely to attribute success to external factors and failure to internal forces. Therefore, the results indicate that males have lower levels of fear of success than females, and success-fearing individuals believe that luck and other outside forces have a hand in their achievements.

Fear of Success and Gender

Different studies indicate that fear of success is a gender-related construct and is stronger for females than males. Horner's (1968, cited by Zuckerman and Wheeler, 1975) study postulated that the motive to fear success was typically

common and a stable quality among women. The study was divided into two separate sessions. A group of 88 males and 90 females responded to several verbal cues of a Thematic Apperception Test (TAT) and performed several tasks in response to verbal cues. Males responded to a John cue and females responded to an Anne cue. The results of the initial session showed that 65.5% of the female population but only 9.1% of the male population exhibited a presence of fear of success.

In the second session of Horner's study, the subjects were randomly assigned to three separate experimental conditions: 1) a noncompetitive group in which the participants worked alone; 2) a mixed-sex competitive group; and 3) a same- sex group in which the students worked together. The same tasks were used in each group. To examine the fear of success on performance, a subjects' comparison was given for the 30 females that were in the noncompetitive group.

Horner concluded from her study that females have a higher level of fear of success than males, and that fear of success conflicts with motivation and performance under competitive conditions. This would indicate that when an individual who fears success is placed in a situation that invokes competition with others and where their efforts may foster success, the fear of negative personal and social consequences outweighs the rewards of success. Under these conditions, apparently, women were more likely to withdraw.

A study by Pedersen and Conlin (1987) explored the association of fear of

success and gender at Brigham Young University. The subjects in the study consisted of 25 male students (mean age 23.3) and 25 female students (mean age 21.9) representing a variety of college majors, i.e., business, social sciences and design technology. Horner's eight original projective measures were utilized and the present-absent scoring used. Each student was given a written cue and then asked to finish the story. The stories written by each subject were scored independently by a man and a woman with 96% agreement between the scorers. Results of the study demonstrated that 36% of the males displayed fear of success imagery and 64% of the female students showed traits of fear of success. The research indicates that college female students exhibit higher levels of fearing success than male college students.

Barnett (1992) investigated the motive of fear of success at a community college in Western Kansas. The sample consisted of 62 male and 98 female students. Four instruments were administered: a demographic sheet, the Fear of Success Scale (FOSS), Personal Attributes Inventory (PAI) and the Bem Sex Role Inventory (BSRI). The independent variables investigated were gender, Bem Sex Role, self-esteem, age, college classification, grade point average (GPA), and family structure. The dependent variable was the fear of success score. Five composite null hypotheses were tested using a three-way analysis of variance. Nineteen comparisons were made, 7 for main effect and 12 for interactions. Of the 7 main effects, only one was statistically significant. The study indicates that female students (M=105.7) have a higher level of fear of

success than male students (M=98.9). It suggested, further, that fear of success has no association with self-esteem, grade point average, college classification, or family structure. The study appears to indicate that male college students exhibit less fear of success than female students.

An investigation of the fear of success in college students was conducted by Good and Good (1973). The group in the study consisted of students enrolled in psychology classes at Middle Tennessee State University. The fear of success (FOS) scale used in the study was comprised of a 30-statement self-reporting true-false inventory assessing need to avoid success. The researchers assumed that an individual who fears success is one who worries about the possibility of antagonizing others with his or her superior quality performance in various activities. An item analysis of the 30-item scale indicated that all but one question had high correlations. This particular question was eliminated from the scale. Further analysis indicated that the internal consistency reliability estimate (KR-20) for the scale was .81 and the mean point-biserial *r* was .40. Results of the study indicated that the mean score for the 125 females was 7.69 (SD 4.67) and the mean score for male students was 6.11 (SD 4.16). Conclusions made from the study indicated that males exhibited less fear of success than females. Fear of success appears to be much more dominant among women than men.

Kearney (1984) investigated fear of success among 86 male and 108 female students at George Washington University employing the Fear of Success instrument developed by Good and Good (1973). The responses of the

group members were analyzed by *t*-test to assess significant differences on total scores. A factor analysis was then performed to determine the nature of the factor structure for each sex.

The results of the study performed by Kearney indicated that no sex differences existed among success-fearing individuals. Further findings indicated that success fearing individuals, both male and female, perceived that success would invite negative feelings directed towards them from others and that achievement would bring on undesirable stress factors for each of them. In other words, success fearing individuals seem to sabotage their success. In so doing, they prevent interpersonal relationships from suffering and avoid the anxiety contributed to being successful.

Forbes and King (1983) investigated the relationship of fear of success and gender at Milikin University in Decatur, Illinois. The sample consisted of 107 male students and 88 female students. The student's ages ranged from 18 to 23 years. The Good and Good Fear of Success Scale (FOS) and the Bem Sex Role Inventory (BSRI) were administered to each student in the group. The students were assigned to a fourfold classification based on the BSRI scores. Results utilizing a 2 X 4 analysis of variance gave a nonsignificant effect for sex and a nonsignificant interaction of sex X Bem category, indicating no sex differences in fear of success. The findings of no gender difference among success-fearing persons led the authors to state that, "fear of success is a general personality trait occurring in both men and women" (p. 737).

Balkin (1986) investigated fear of success in college men and its relationship to their family and friends. The sample consisted of 44 first-year college students, aged 19-37 years (median age 25 years), who were primarily middle-class, from three different universities in the New York City area. Each student provided information about siblings, close friends, college attendance by siblings, friends, parents and the extent of their parents' college education. Horner's fear of success projective measure was used and scored independently by Balkin and a colleague.

Balkin's study found twenty-four of the students reported college attendance by one or more parents and 20 reported no attendance by parents, which provided two comparison groups to investigate. In both groups, more than 90% of the sample reported a majority of friends or siblings attending or planning to attend college. Of the 20 students whose parents had not pursued a higher education, 9 (45%) indicated fear of success. Of the 24 students whose parents had gone to college, 4 (17%) indicated fear of success. The difference, found to be statically significant, was consistent with the results of a previous study (Balkin & Donaruma, 1978, cited by Balkin, 1986) which indicated that "men whose friends were not going to college showed more fear of success than men whose friends were going to college" (p. 1073). The study indicated that fear of success in male college students involves fear of disapproval, rejection, and alienation from friends and family. Therefore, the successful behavior that is disapproved by significant others produces anxiety in an individual who fears

success. The negative consequences that may result from being successful override any action or behavior to achieve success.

Balkin (1987) further investigated the association of significant others and fear of success among 88 female first-year college students. The group ranged within the age range of 17-26 years (median age 20 years). All of the students were taking courses in communication at the City University of New York. Each student provided information about her siblings, friends and parents regarding college attendance. Horner's projective method was used to provide consistency with previous studies. The author and a colleague scored the stories independently.

Balkin found that only 10 students reported having parents who had attended college. Two groups within the sample were established in relation to friends and college. In the first group, 31 reported that none or a few friends were attending college. Of this group, 13 indicated fear of success (42%). In the second group, 38 students reported many or all of their friends were going to college. Thirteen students (18%) in this group indicated fear of success. The difference was statistically significant, indicating that there exists a greater amount of fear of success among female students whose friends are not attending college than those whose friends are going to college. Therefore, fear of success among women students seems to involve fear of rejection and disapproval from friends. Thus, to avoid rejection and disapproval from significant others, success fearing female students would sabotage their

academic success. Also, success appears to be less important to these individuals than the negative consequences brought on by being successful.

Fear of Success and Age

In a study conducted by Orpen (1989), the construct of fear of success and its relationship to subjective fears, cognitive beliefs, attitudes, and actual performance outcomes in college students was investigated. The sample consisted of 55 management students at a university in Australia. The average age of the sample group was 22 years. Data were obtained from the Fear of Academic Success Consequences Scale and 9 hypothesized predictors of fear of academic success, including age, sex, school and academic performance, estimates of future academic success, independence from others, academic motivation and the importance of doing well academically. The study also used the percentage of A or B grades in credit hours earned at the university to provide a measure of academic performance.

The results of the study indicated that the fear of success in an academic situation was unrelated to academic performance. Women were no more fearful of success than men. Older students were found to have less fear of success than the younger students, and students with fear of academic success were more externally oriented than others. These findings suggest that success-fearing students believe luck and other outside forces control their actions and future, that fear of academic success is not favored over any one gender and is unrelated to academic achievement. The study appears to indicate that

younger students are more likely to fear academic success than older college students.

Ishiyama and Charassol (1984) investigated the association of fear of success, age, and sex involving a sample group of 183 boys and 181 girls in early adolescence (grades 7-9) and mid-adolescence (grades 10-12) in three local schools and four high schools in urban British Columbia. The median age of the early adolescent group was 12 years and the median age of the older group was 17 years. Each student was administered the Fear of Success Consequence Scale (FOSC). A two-way analysis of variance (ANOVA) was performed to compare the effects of age and sex on the fear of success scores.

Results from the study by Ishiyama and Chabassol indicated that the early adolescence group (grades 7-9) displayed higher fear of academic success than the mid-adolescence group (grades 10-12). Girls of both age groups demonstrated a higher level of fear of success than boys from either group. The level of fear of success for female students was found to peak in the 8th grade, followed by a sharp decline, while fear of success exhibited by male students showed a more gradual declining pattern from grades 7-12. Girls in early adolescence were found to have significantly higher levels of fear of success than boys of the same group. The study indicates that males were not as fearful of the social consequences of academic success as females. Elevated levels of fear of success in students appears to exist at an early age in life and then declines with age.

Fear of Success and Academic Achievement

A study was initiated by Taylor (1982) to investigate the relationships of fear of success, locus of control, and vocational indecision in a group of 103 female and 98 male undergraduate college students enrolled in a large Midwestern university. Each student was given the Career Decision Scale (CDS), Fear of Success Scale (FOSS), and the Rotter Internal-External (I-E) Scale. Scores on the American College Test (ACT) to obtain estimates of academic ability were obtained from the university for 154 (77%) of the students in the group. The sample was divided into either a vocationally decided group or vocationally undecided group as determined by the median of the CDS scores (28) in the sample. Scores at or above 28 were assigned to the vocationally undecided group and scores below to the vocationally decided group. Taylor then conducted *t* tests comparing the two groups on locus of control, fear of success, and ability measures. To examine the vocational indecision and the extent to which sex and ability moderated the power of prediction, a series of stepwise multiple regression analyses were performed.

The results of Taylor's study indicated that the vocationally undecided group scored at higher levels of fear of success and external locus of control. The vocationally undecided group exhibited lower scores on the ability measure than the vocationally decided group. Female students scored significantly higher on the Fear of Success Scale and the Rotter Internal-External (I-E) Scale than

male students. Vocationally undecided students also had lower ACT scores than the vocationally decided group. The results demonstrated that success fearing individuals were more vocationally undecided, believed vocational plans are influenced by forces outside of themselves and, because of lower academic skills, may be restricted to vocational options available to them.

Canavan-Gumpert, Garner, and Gumpert (1978) investigated the relationship between fear of success, achievement, and motivation in students in two large universities. Three groups were administered Pappo's Fear of Success (FOS) scale. The first sample embodied 200 students at all grade levels at the university. Computerized academic transcripts of 75% of the sample were obtained two years after the group had taken Pappo's FOS scale. The second group of 219 freshmen students was enrolled in introductory psychology during three consecutive semesters. The class progress of each student was examined. The third group was drawn from all grade levels. They completed the FOS scale and also a question survey on achievement motivation. The data from the three groups were then analyzed. The mean score of fear of success for all the groups was 37. A spotty record index (SRI) was developed using letter grades and pass/fail, withdrawal, incomplete, and no credit from student academic records. This index summarized the amount of performance variability in the courses the student completed and for which they receive a letter grade.

The results of the study by Canavan-Gumpert et al. indicated that

success-fearing individuals obtained higher spotty index scores than individuals who did not fear success. The GPA of students who fear success was found to be lower than individuals who did not fear success. The authors of the study interpreted the findings to indicate that students who fear success have a lack of consistent performance. They will earn both good grades and poor grades. The students inconsistency of performance would reflect a lower overall GPA than that of the students who did not fear success. Further examination of the spotty record index indicated that students who fear success have more of a tendency to drop out of school or change majors than students that do not fear success. Additional examination of the second group indicated that success fearing individuals will complete less study units and score lower on final exams than is expected based on past pe formance. Therefore, the conclusions of the study indicate that success-fearing students have the ability to earn high grades and do, but because of the lack of academic consistency, their overall grade-point average is lower. Quitting school and changing majors is much more dominant among students who fear success. Through procrastination and other self-defeating behaviors, they will show a trend of undermining final exam grades which suggest that these behaviors are implemented to avoid academic success.

Fear of Success and College Classification

A study by Savage, Stearns and Friedman (1979) explored the concept of fear of success and its relationship to self-concept, masculinity-femininity, and locus of control. A sample group of 26 black freshmen women and 24 black

senior women at Howard University were employed in the study. Six fear of success (FOS) cues, Gurin's Locus of Control Scale, Piers-Harris Children's Self Concept Scale, and the Modified Gough M-F scale were the instruments utilized in the study. A 3-way factorial analysis of variance was computed using Taso's solution to adjust for unequal cell sizes. Fear of Success was used as the dependent measure and scores above and below the median of locus of control, self-concept and masculinity-femininity were independent variables. Pearson's product-moment correlation coefficients were determined among the four instruments administered.

The results of the study indicated that students high in external locus of control showed more fear of success. Students that exhibited low self-concept scores demonstrated higher levels of fear of success. Freshmen women students showed no more fear of success than senior women students. Therefore, it appeared from the study that individuals who fear success are motivated by factors outside of themselves and have a low self-image. The study suggest that college classification of college students has no bearing on the level of fear of success.

Santucci, Terzian and Kayson (1989) investigated fear of success and its association to gender, year in school, and college program in a middle-sized eastern college. A group of 69 male students and 64 female students were requested to provide information pertaining to their age, year in school, and whether they were in the college's School of Arts and Science or in the School of

Business. Each student then completed the evaluation using Zuckerman and Allison's (1976) Fear of Success Scale (FOSS). Only the results from the freshmen and the seniors were analyzed.

The results of the study indicated that female students exhibited more fear of success (M=100.1) than male students (M=95.3) and college freshmen scored higher (M=102.1) than college seniors (M=93.2). The factor of what school the students were enrolled in had no influence on fear of success. Therefore, the study demonstrates that fear of success is more prevalent in female students. It appears from the study that college freshmen exhibit more fear of success than college seniors. This may indicate that freshmen are having a much more difficult time adjusting to the rigors of college. The stress associated with this transition may create higher levels of fear of success. On the other hand, seniors may not have such a fear of success due to the fact that they will be graduating shortly and feel less anxiety.

Summary

The literature indicates that the fear of success is a paradoxical self-defeating behavior exhibited by some individuals in situations where the element of success is imminent. These individuals, while striving to be successful, when faced with a potential successful outcome, appear at times to self-sabotage their efforts in order to avoid being successful. This would suggest that the perceived negative consequences that would accompany success far outweigh the real rewards of being successful.

The research literature shows evidence that individuals who fear success have a more external locus of control than those who do not fear success. Success-fearing individuals seem to believe that fate, luck, significant others, and forces outside of themselves control their actions and behaviors and thus rewards them with success or failure.

The research shows that female students exhibit more fear of success than male students. This seems to indicate that fear of success may be an accumulation of many years of sex role socialization in females. To be successful in competitive situations may require qualities considered masculine in nature so females may unconsciously avoid being successful so as not to be considered as being unfeminine.

The literature indicated that individuals that are older are less fearful of success than individuals who are of a lesser age. For success-fearing individuals, as they become more task orientated and accomplish more goals, the fear of success may soften and the achievement of success may strengthen.

The literature showed evidence that individuals who fear success can be expected to have lower grades than individuals who do not fear success. The consequences of changing majors, procrastination and other acts of academic sabotage appear to take their toll on the academic performance of success fearing students.

The literature appeared to be inconclusive in regards to the fear of success and its relationship to college classification. It may be evident that age

and maturity are more significant factors to fear of success than college classification.

Statement of the Problem

The purpose of the researcher was to investigate the fear of success in college students.

Rationale and Importance of the Research

At the present, the researcher specializes in the counseling fields of drug and alcohol and youth counseling. Too many times, the present writer has observed individuals follow a pattern of success sabotage just as they were so close to completing personal goals successfully. The knowledge gained from this study will greatly enhance the awareness to recognize these self-defeating behaviors and provide additional information needed to better serve and rehabilitate this group of individuals. As a graduate student attending Fort Hays State University, the researcher had the opportunity to observe several students investing time and effort in completing the required classes to obtain an advanced degree and then quit or drop out of the program when all that was required to fulfill the degree requirements was to successfully complete a thesis. Several times the present researcher questioned why individuals would sabotage their educational careers after such effort was invested in the program.

The findings from this study may serve to benefit college administrators, counselors, faculty, student personnel, and staff. An awareness and clearer understanding of the concept of fear of success may enhance the possibilities of

academic success among some college students. Identifying individuals who fear success will enable counselors and educators to implement strategy and curriculum plans to enable success-fearing individuals to achieve academic success.

The results of the present study may serve to provide additional information pertaining to the following questions:

1. Is there an association between locus of control and fear of success?
2. Is there an association between individual gender and fear of success?
3. Is there an association between individual age and fear of success?
4. Is there an association between academic achievement and fear of success?
5. Is there an association between college classification and fear of success?

Composite Null Hypotheses

All null hypotheses were tested at the .0500 level of significance:

1. the differences among the mean Fear of Success (FOSS) scores according to locus of control, gender, and age will not be statistically significant;
2. the differences among the mean fear of success scores

according to locus of control, gender, and academic achievement will not be statistically significant; and

3. the differences among the mean fear of success scores according to college classification, gender, and age will not be statistically significant.

Independent Variables and Rationale

The independent variables investigated in the study were locus of control, gender, age, academic achievement, and college classification. The independent variables were selected by the researcher because little information was found pertaining to them, the information found was not current, and the results of the studies utilizing the independent variables were inconclusive.

Definition of Variables

Independent Variables

Independent variables were self-reported on a demographic sheet and Rotter's Internal-External Locus of Control Scale (I-E Scale). The following independent variables were investigated:

1. locus of control - three levels,
   - level 1: internal;
   - level 2: external; and
   - level 3: neither;
2. gender - two levels,
   - level 1: male, and

level 2: female;

3. age - three levels (determined post hoc),

level 1: 18-21;

level 2: 22-24; and

level 3: 25 and older;

4. academic achievement - two levels (determined post hoc),

level 1: high (3.00 - 4.00 GPA); and

level 2: low (0.00-2.99 GPA);

5. college classification - five levels,

level 1: freshmen (1 - 29 credit hours completed);

level 2: sophomore (30 - 59 credit hours completed);

level 3: junior (60 - 89 credit hours completed);

level 4: senior (90 credit hours or more completed); and

level 5: graduate student.

Dependent Variable

The dependent variable was the scores from the Fear of Success Scale (FOSS) by M. Zuckerman and S. Allison (1976).

Limitations

The following conditions may have affected the results of the present study:

1. the sample was not random;
2. all of the data were self-reported by questionnaire; and

3. all of the students were from a single university in the Midwest.

Methodology

Setting

Fort Hays State University is a state tax assisted regional liberal and applied arts university established in 1902 to serve the people of Kansas (Fort Hays State University, 1995). The main campus includes an estimated 200 acres of land, which is part of 4,160 acres originally assigned to the college by the Kansas legislature.

The university is located in the City of Hays, Kansas and is the only four year university located in the western two-thirds of Kansas (Hays Convention & Visitors Bureau, 1995). The City of Hays is located 1,413 miles from Los Angeles, California, and 1,469 miles from New York, New York and serves as the county seat of Ellis County. The population of Hays is approximately 17,767 and the county population is estimated at 26,004, based on the 1990 census (Ellis County, 1993a). The population has grown steadily over the last decade and is expected to continue to increase. There are 10,096 households in Ellis County with a median household effective buying income of $25,888. The median age of the population in Ellis County is 31.1 years. The City of Hays serves as a regional center in providing financial, medical, educational, and professional services for northwest Kansas (Ellis County, 1993b). The economy of the region is mainly agricultural, but several manufacturing companies have established operations in the area creating a more diversified economy (Kansas

Department of Commerce and Housing, 1994).

The colleges of Arts and Science, Business, Education and Health and Life Science provide education in the liberal arts, sciences, and professional areas of study required to meet the industrial, business, cultural and educational needs of the western region of Kansas (Hays Convention, 1995). The graduate school provides programs of advanced study in several different areas. The number of students enrolled in the spring semester of 1996 was 5,245 (Suzanne Klaus, personal communication, July 8, 1996).

Subjects

The subjects for this study were 45 freshmen, 55 sophomores, 57 juniors, 58 seniors, and 24 graduate students enrolled in various classes during the 1992 spring semester at Fort Hays State University. The initial sample included 239 students, of which there were 95 males and 144 females. Examination of the responses by the subjects revealed that questionnaires of 12 males and 17 females were not complete enough to use or answered the questions on the demographic sheet ambiguously. Therefore, these were eliminated from the study. The final sample consisted of 210 students, of which 83 were males and 127 were females.

Instruments

Three instruments were employed to collect data. They were the following:

1. Fear of Success Scale (FOSS),

2. Rotter's Internal-External Locus of Control Scale (I-E scale), and
3. Demographic Questionnaire.

Fear of Success Scale (FOSS). The Fear of Success Scale (FOSS) was developed by Zuckerman and Allison (1976) to investigate individual differences in the motive to avoid success. The 27 items describe the benefits, cost, and attitude of being successful. The scale is a 27 item instrument utilizing a 7-point Likert-type scale (Appendix C). A response of 1 would signify least agreeable and a response of 7 would signify most agreeable to each item. Sixteen of the statements are worded in such a way that agreement would signify high fear of success. Agreement with the remaining 11 items indicates low fear of success and disagreement demonstrates high fear of success. The 11 items are then reversed. The responses to the 27 items on the instrument are then summed and this becomes the individual's final score. Possible scores on the scale ranged from 27 to 189. An elevated score would indicate high fear of success and a low score would reflect the respondent's low fear of success.

Zuckerman and Allison (1976) administered the Fear of Success Scale, employing 3 separate groups, in order to examine the predictive validity of the instrument. The first group was comprised of 183 males and 193 females. The second consisted of 107 males and 95 females. The third group consisted of 36 males and 30 females. All of the participants were undergraduate college students. Horner's Measure of Fear of Success was then administered to the 1st and 3rd group. Overall correlation coefficients for males and females combined

were .19 ($p < .05$) for the first group and .25 ($p < .05$) in the third sample group. The values reflect significant correlation coefficients between the 2 instruments but indicate that the measures may not be examining the same attribute.

In order to further research the predictive validity of the Fear of Success Scale, Zuckerman and Allison (1976) administered the Mehrabian's Scale of Resultant Achievement Motivation to sample groups 1 and 2. Separate forms of Mehrabian's Scale were used for males and females. For males, the correlation coefficients between the FOSS and Mehrabian's Scale were -.08 for the first group and -.20 ($p <$ .05) for the second group. For females, the correlation coefficients values were -.23 ($p < .01$) for sample 1 and -.21 ($p < .05$) in sample group 2. The results indicated a negative relationship between fear of success and achievement motivation.

The fear of success mean scores in the first group were 111.3 for females and 106.7 for males. The second group had mean values of 107.2 for females and 101.4 for males. In the third group females had a mean score of 109.4 and males had a mean value of 103.5. The standard deviation scores on the FOSS varied between 13.5 to 15.0 among the sample groups. The higher scores among female students indicated that fear of success was higher for females than males.

Rotter's Internal-External Locus of Control Scale (I-E Scale). Rotter's (1966) Internal-External Locus of Control Scale [I-E scale (Appendix E)] is a 29-item forced choice instrument that measures an individual's perception of

reinforcement as either by internal, external or neither means. The scale includes 6 filler items to make the purpose of the instrument more ambiguous. The I-E Scale is scored by eliminating the 6 filler items and then using a key to hand score each inventory. The instrument is scored in terms of total external choices made by the individual. A score of 13 or higher indicates that the subject has an external locus of control. A score of 11 or lower indicates that the individual has an internal locus of control.

The locus of control scale was first developed by Phares in 1957 and improved by James in 1957 (cited by Rotter, 1966). Rotter later continued to improve the instrument by the use of intercorrelation studies and comparisons with external scales. Rotter reported that internal consistency estimates varied from .65 to .79 and additional test-retest reliability coefficients varied from .49 to .83. Rotter summarized the scale when he stated, "The test shows reasonable homogeneity or internal consistency, particularly when one takes into account that many of the items are sampling a broadly generalized characteristic over a number of specific or different situations" (Rotter, 1966, p. 17).

Demographic Questionnaire. A demographic questionnaire was designed by the present researcher in order to provide information about the subjects in the study (Appendix B). The items on the instrument pertained to gender, age, academic classification, and grade point average.

Design

A status survey factorial design was employed. The following

independent variables were investigated: locus of control, gender, age, academic achievement, and college classification. The dependent variable was scores from the Fear of Success Scale. Three composite null hypotheses were tested employing a three- way analysis of variance (general linear model) at .0500 level of significance:

1. composite null hypothesis number 1, a 3 x 2 x 3 factorial design;
2. composite null hypothesis number 2, a 3 x 2 x 2 factorial design; and
3. composite null hypothesis number 3, a 5 x 2 x 3 factorial design.

McMillian & Schumacher (1984) cited 10 threats to internal validity. Threats to internal validity were dealt with in the following ways in the present study:

1. history - did not pertain because the study was a status survey;
2. selection - all available subjects who met participation criteria were included and results were used from all questionnaires which were completed;
3. statistical regression - did not pertain because the study was status survey;
4. testing - did not pertain because the study was status survey;
5. instrumentation - did not pertain because the study was status

survey;

6. mortality - did not pertain because the study was status survey;

7. maturation - did not pertain because the study was status survey;

8. diffusion of treatment - did not pertain because no treatment was administered;

9. experimenter bias - no treatment was implemented, and instruments were administered by standard approved procedures; and

10. statistical conclusions - two mathematical assumptions were violated (random sampling and equal numbers in cells); the general linear model was used to correct for lack of equal numbers in cells and the researcher did not project beyond the statistical procedures employed.

McMillan and Schumacher (1984) cited 2 threats to external validity. In the present study, threats to external validity were dealt with in the following ways:

1. population external validity - the sample was not random; therefore, the results should be generalized only to groups similar to the subjects; and

2. ecological external validity - no treatment was implemented and instruments were administered by standard procedures.

Data Collecting Procedures

The present researcher contacted the instructors of the following classes: human growth and development, communication in human organization, introduction to sociology, management of counseling programs, appraisal of individuals, family counseling, and a community health nursing class. The researcher received permission from each instructor and set up a time to administer the questionnaires to each class. A packet was created which included the individual data sheet, Fear of Success Scale (FOSS) and Rotter's Locus of Control (I-E Scale). Before administering the instruments to the class, the researcher read a prepared statement to the subjects in order to maintain consistency (Appendix A). The instruments were then administered and collected. Copies of the questionnaire were examined by the researcher for completeness. Those that were completed correctly were scored and a data sheet prepared. The data were then analyzed by personnel in the computer center of Fort Hays State University and the results provided to the present researcher.

Research Procedures

The following steps were implemented:

1. selection of a research topic;
2. conducted a thorough search for related literature utilizing ERIC, PsycLit and Kansas Library Catalog at Fort Hays State's Forsyth Library;

3. review of the literature on fear of success;
4. a research plan was developed;
5. instruments were developed and selected;
6. data were collected;
7. a research proposal was written, presented, and defended to the thesis committee:
8. data were analyzed;
9. the thesis was defended; and
10. a final copy of the thesis was compiled and edited.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. three-way analysis of variance (general linear model),
3. Bonferroni (Dunn) *t* test for means, and
4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate fear of success in university students. The sample consisted of 210 students, of which 83 were male and 127 were female. The independent variables investigated were locus of control, gender, age, academic achievement, and college classification. The dependent variable was fear of success. Three composite null hypotheses were tested using three-way analysis of variance (general linear model) at the .0500

level of significance:

1. composite null hypothesis number 1, a 3 x 2 x 3 factorial design;
2. composite null hypothesis number 2, a 3 x 2 x 2 factorial design; and
3. composite null hypothesis number 3, a 5 x 2 x 3 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each hypothesis was presented in a common format.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Fear of Success Scale (FOSS) scores according to locus of control, gender, and age would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of the Mean Fear of Success Scale Scores for College Students According to Locus of Control, Gender, and Age, Employing a Three-way Analysis of Variance (General Linear Model).

Variables	n	M*	s	F Value	p Level
Locus of Control (A)					
Internal **	116	100.2[d]	13.03		
External	78	106.2[e]	10.65	5.95	.0031
Neither	16	103.1	12.10		
Gender (B)					
Male	83	101.3	13.84	0.33	.5664
Female	127	103.6	11.33		
Age (C)					
18 - 21	125	103.1	12.68		
22 - 24	40	100.4	11.42	0.88	.4157
25 +	41	103.4	12.46		
	Interactions				
	A x B			1.70	.1857
	A x C			0.45	.7728
	B x C			0.02	.9778
	A x B x C			0.068	.5076

*The larger the value, the greater the fear of success (the possible scores were 27 - 189 with a theoretical mean of 108).
**The greater the value, the more external locus of control. A score of 0 - 11 would be internal, a score of 13 - 23 would be external, and a score of 12 would be neither.
[d] [e] The difference is statistically significant at the .0500 level (according to Duncan's Multiple Range Test for Means).

One of the 7 p values was statistically significant at the .0500 level; therefore, the null hypothesis for this comparison was rejected. The statistical significant comparison was for the main effect locus of control and the dependent variable fear of success. The results cited in Table 1 indicated college students with an external locus of control had a statistically larger mean fear of success score than those with an internal locus of control.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Fear of Success Scale (FOSS) scores according to locus of control, gender, and academic achievement would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of the Mean Fear of Success Scale Scores for College Students According to Locus of Control, Gender, and Academic Achievement, Employing a Three-way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F Value	p Level
Locus of Control (A)					
Internal **	116	100.2[d]	13.03		
External	78	106.2[e]	10.65	4.04	.0190
Neither	16	103.1	12.10		
Gender (B)					
Male	83	101.3	13.84	0.27	.6037
Female	127	103.6	11.33		
Academic Achievement (D)					
High ***	123	101.9	12.25	1.52	.2186
Low	87	103.8	12.59		
	Interactions				
	A x B			1.88	.1557
	A x D			0.25	.7782
	B x D			0.00	.9477
	A x B x D			0.01	.9932

*The larger the value, the greater the fear of success (the possible scores were 27 - 189 with a theoretical mean of 108).
**The greater the value, the more external locus of control. A score of 0 - 11 would be internal, a score of 13 - 23 would be external, and a score of 12 would be neither.
***A Grade Point Average (GPA) of 3.00 - 4.00 would be high and a GPA of 0.00 - 2.99 would be low.
[d] [e]The difference is statistically significant at the .0500 level (according to Duncan's Multiple Range Test for Means).

One of the 7 p values was statistically significant at the .0500 level; therefore, the null hypothesis for this comparison was rejected. The statistical significance comparison was for the main effect of locus of control and the dependent variable fear of success (reccurring, Table 1). The results cited in Table 2 indicated no additional associations between independent variables and the dependent variable.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Fear of Success Scale (FOSS) scores according to college classification, gender, and age would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of the Mean Fear of Success Scale Scores for College Students According to College Classification, Gender, and Age, Employing a Three-way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F Value	p Level
College Classification (E)					
Freshmen	42	103.9	13.40		
Sophomore	47	103.0	11.77		
Junior	50	103.1	11.68	1.45	.2199
Senior	49	101.3	13.66		
Graduate	22	101.9	11.07		
Gender (B)					
Male	83	101.3	13.84	0.01	.9284
Female	127	103.6	11.33		
Age (C)					
18 - 21	129	103.1	12.68		
22 - 24	40	100.4	11.43	0.93	.3980
25 +	41	103.4	12.46		
	Interactions				
	E x B			0.90	.4643
	E x C			1.88	.0857
	B x C			0.37	.6888
	E x B x C			0.61	.6525

*The larger the value, the greater the fear of success (the possible scores were 27 - 189 with a theoretical mean of 108).

None of the 7 p values was statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no associations between the independent variables and the dependent variable.

Discussion

Summary

The purpose of the researcher was to investigate the fear of success in university students. The sampling included 210 students, 83 males and 127 females. The independent variables investigated were locus of control, gender, age, academic achievement and college classification. The dependent variable was the Fear of Success Scale scores. Three composite null hypotheses were tested using three-way analysis of variance (general linear model) at .0500 level of significance.

A total of 15 comparisons were made plus 6 reccurring comparisons. Of the 15 comparisons, 5 were main effects and 10 were interactions. Of the 5 main effects 1 was statistically significant at the .0500 level. The statistically significant comparison was for the main effect of the locus of control and the dependent variable fear of success. The result indicated college students with an external locus of control had a statistically larger mean fear of success score than those with internal locus of control. None of the 10 interactions was statistically significant at the .0500 level.

Related Literature and Results of the Present Study

Ireland-Galman and Michael (1982) investigated the association of fear of success and locus of control in college students. The results of their study indicated that sex, class membership, and chronological age were not associated with fear of success and that the more internal the locus of control, the lower the fear of success. The results of the present study appeared to support the findings of Ireland-Galman and Michael. The present researcher found no association between fear of success and gender or fear of success and age. The present researcher found a statistically significant association between locus of control and fear of success. The results of the present study indicated that an individual exhibiting an external locus of control had a higher level of fear of success than an individual who exhibited an internal locus of control.

O'Connell and Perez (1982) studied fear of success in high school and college students. The results of their study indicated that students who have an external locus of control exhibit high levels of fear of success and gender was not associated with fear of success. The results of the present study supported those reported by O'Connell and Perez. Individuals who exhibited external locus of control had higher levels of fear of success and the difference between fear of success scores for males and females was not statistically significant.

In the study conducted by Zuckerman and Allison (1976) to explore fear of success in a group of college students, the results indicated that female college students had higher levels of fear of success than male college students

and individuals who displayed an external locus of control had a higher level of fear of success. The results of the present study did not entirely support the findings of Zuckerman and Allison. The present researcher found no statistically significant differences between the fear of success scores in male and female college students. The results of the present study did indicate an association of locus of control and fear of success. Individuals who had an external locus of control scored higher on fear of success.

Horner's (1968 cited by Zuckerman & Wheeler, 1975) study of fear of success indicated that female college students had higher levels of fear of success than male college students. However, the results of the present study did not support her findings in that no association was found between gender and fear of success.

The authors of two other studies (Pedersen & Conlin, 1987; Good & Good, 1973) examined fear of success in college students. The results from the two studies demonstrated that male college students displayed lower levels of fear of success than females. The results of the present study did not indicate the same results as no statistically significant difference was found between female fear of success scores and male fear of success scores.

The results of the study conducted by Barnett (1992) in a group of students in a community college in Western Kansas indicated that female students had a higher level of fear of success than male students. She further found no evidence of an association between grade point average (GPA),

college classification, and fear of success. The results of the present investigation appears to support the findings of Barnett in that no association was found between college classification, grade point average (GPA), and fear of success. Unlike Barnett's study, the present researcher found no statistically significant difference between gender and the fear of success scores.

Two separate studies conducted by (Kearney, 1984; Forbes & King, 1983) to explore the concept of fear of success in college students indicated neither gender exhibited higher levels of fear of success than the other. The results from the present study supported their findings.

The results from the study conducted by Orpen (1989) to investigate fear of success in college students indicated that female students were no more fearful of success than male students. Additional findings of the study demonstrated that success-fearing individuals had a more external locus of control, are younger, and that academic achievement was not associated with fear of success. The results of the present study appear to support the findings of Orpen except no statistical significant association was found between age and fear of success scores.

The results of the study conducted by Ishiyama and Charassol (1984) indicated that males were not as fearful of academic success as females and fear of success appears to be higher in younger students and not as elevated in older students. The results of the present study did not support their findings. No statistical difference was found between gender and the fear of success.

Additional findings from the present study indicated no association between age and fear of success.

The study by Taylor (1982) explored the concept of fear of success in college students in a large Midwestern university. The results of the study indicated that females showed higher levels of fear of success than males and success-fearing individuals exhibited an external locus of control. Vocationally undecided students exhibited higher levels of fear of success and also had lower American College Test (ACT) scores. This indicated that individuals who fear academic success would have lower academic performance attributes than those who did not fear success and were vocationally decided. The present study did not support all of these findings. The results of the present study indicated that individuals who exhibited an external locus of control demonstrated higher levels of fear of success but no association between gender and fear of success nor academic achievement and fear of success.

Canavan-Gumpert, Garner, and Gumpert (1978) concluded from their study of fear of success in college students that success-fearing individuals displayed a lower overall grade-point average than students who did not fear success. The results of the study conducted by the present researcher indicated that academic performance and achievement had no association with individual's level of fear of success.

The study by Savage, Stearns and Friedman (1979) explored fear of success in freshmen and senior college women. The results of the investigation

indicated that students who exhibited low levels of fear of success appeared to be more internal than students who showed elevated scores of fear of success. Their study did not show any association between fear of success and college classification. The present study supports their findings.

In a study conducted by Santucci, Terzian and Kayson (1989) the researchers explored the association of fear of success to gender, year in school, and college program in a middle-sized eastern college. The results from the study indicated that female students and college freshmen exhibited higher levels of fear of success than male students and college seniors. In the present study no statistically significant difference was found between the fear of success scores of male and female students and also indicated that college classification had no association with fear of success.

Researcher's Opinion of Results

The results of the present study indicated that individuals who exhibited an external locus of control scored at a statistical significantly higher level of fear of success (M=106.2) than students who did not (M=100.2) as is shown in Tables 1 and 2. This result would suggest that a success-fearing individual may be characterized as perceiving consequences of his or her behavior controlled by forces outside of them such as luck, chance and fate. The results may further indicate, based on the social learning theory, that a success-fearing person may perceive a potential successful situation as like one in the past in which the result was less than successful. In such a situation the success-fearing person would

have a tendency to generalize the two situations as one, act or behave in a manner similar in respects to the past incident, and perceive having the same results that took place in the situation in the past. The generalizing behavior would then create a sabotaging effect on his or her possible achievement of success.

The present researcher found no association between fear of success in males (M=101.3) and females (M=103.6). Barnett (1992) found fear of success scores significantly higher in females (M=105.7) than males (M=98.9). This indicated shift of fear of success in females could suggest success is increasingly becoming more socially acceptable and just as desirable for females as in males. The results may further indicate that fear of success is a multidimensional construct and a general personality trait as described by Forbes and King (1983) which occurs in both men and women and is not tied to socialization patterns and roles unique to women alone. The results from the study may further suggest that fear of success may be decreasing from two decades ago (Zuckerman & Allison, 1976). College students of today may have more confidence in themselves and feel more comfortable in situations in which success is imminent than in the past.

The results of the present study indicated that chronological age is not associated with the fear of success. The youngest group of students indicated a level of fear of success (M=103.1) almost equal to the oldest group of students (M=103.4). The findings suggest that an individual's level of maturity, both

academically and emotionally, may be a more dominant factor than age alone.

The results of the study suggest that a student's level of academic achievement has no association with fear of success. Students who indicated a high level of academic achievement demonstrated no significantly different scores of fearing success (M=101.9) than students who indicated low academic achievement (M=103.8). The results may suggest that individuals who fear success have the equal ability to achieve scholastically as well as not to achieve scholastically. The results may further indicate that an individual's study habits and the university's commitment to a productive educational learning process may effect a person's grades more than fear of success alone.

The results of the study indicated that the college classification of a student has no association with fear of success. The level of fear of success in freshmen (M=103.9) was only slightly higher than graduate students (M=101.9). The results may suggest that many college students are much more prepared for the rigors of higher education then students in the past. They may have the ability to adapt and respond positively to the many challenges encountered in a present university setting than those students who preceded them in the past.

The results of the study appear to suggest that fear of success is multidimensional and not generated by sex role socialization alone. Fear of success may be much more multifarious than originally conceptualized and the direction of future research should be undertaken to explore its association and relationship to other variables.

Generalizations

The results of the present study appeared to support the following generalizations:

a. individuals who exhibit an external locus of control have a higher level of fear of success than individuals who have an internal locus of control;

b. females have no more fear of success than males;

c. age of college students is not associated with fear of success;

d. academic achievement is not associated with the fear of success; and

e. college classification is not associated with the fear of success.

Implications

The findings of the present study have implications for academic counselors, faculty, and staff in helping the success-fearing student to achieve academic success. Recognizing a student who fears success may not be enough to assure that a student will have an opportunity to be successful. The present researcher suggests that it may be more productive to implement a plan of intervention that involves a strategy of individual and group counseling to focus on the multidimensional attributes of success-fearing individuals.

Students would be assessed in regards to level of ability, self-esteem, fear

of success, locus of control, and anxiety. After conducting the initial assessment, the counselor would begin a process to enable the student to identify the causes of their success-fearing traits and create a program for the student to come to terms with and overcome their fear of success. For example, students who have a high level of fear of success and an external locus of control may receive insight on the ability to control many of the environmental factors that surround them. By exposing a student to new study methods and empowering within them the capability to make productive personal decisions to reach individual goals and objectives to become academically successful becomes much more obtainable.

It is important that the intervention program be developed that meets the individual needs of each student. It would need to be flexible so that the student's personal areas of need would not only be attended to but structured in such a way so that the goals and objectives of the program would be attainable so that the achievement of success would become comfortable to each success-fearing student.

Recommendations

The results of the present study appear to support the following recommendations:

1. the study should be replicated employing a modified demographic sheet (adjust the GPA section to indicate levels of academic achievement from 0.00 to 4.00 and

eliminate or modify the college major section to clarify a student's college major);

2. the study should be replicated utilizing a larger random sample of students;
3. the study should be replicated comparing another university of contrasting size and geographic location;
4. the study should be replicated utilizing a random sample of students enrolled in a vocational school;
5. the study should be replicated employing students enrolled in a community college;
6. the study should be replicated utilizing a random sample of students enrolled in a public high school;
7. the study should be replicated employing a random sample of students enrolled in a private college; and
8. the study should be replicated utilizing another instrument to measure fear of success.

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Appendix A

Standardized Instruction Sheet

Standardized Instructions

My name is Rick Froelich. I am working toward a master's degree in counseling at Fort Hays State University. I am going to ask you to complete some questionnaires. Please follow the instructions of each questionnaire and answer each question as honestly as possible. In order to make the necessary analyses, all the questions need to be answered. The information that you will provide will be grouped together: therefore, each individual will remain anonymous and no person will be singled out. After everyone has completed the instruments they then will be collected.

Thank you for your cooperation.

Appendix B

Demographic Questionnaire

Demographic Questionnaire

Instructions For your information to be usable it is absolutely essential that you complete all items. Please indicate your response by placing an "X" in the appropriate space on the left.

1. Please indicate your gender.

   _____ Male

   _____ Female

2. _____ Age

3. Please indicate your classification level.

   _____ Freshman (1-29 hours)

   _____ Sophomore (30-59 hours)

   _____ Junior (60-89 hours)

   _____ Senior (90 + hours)

   _____ Graduate

4. Please indicate your grade point average.

   _____ 3.50 to 4.00

   _____ 3.00 to 3.49

   _____ 2.50 to 2.99

   _____ 2.00 to 2.49

   _____ 1.50 to 1.99

   _____ 1.00 to 1.49

5. Please indicate your current college major.

_____ Arts and Sciences

_____ Business

_____ Education

_____ Undecided or Undeclared

_____ Other

Please check to be sure that you have answered all the items.

Appendix C

Fear of Success Scale

As Used

INSTRUCTIONS: In this questionnaire you will find a number of statements. A scale from 1 to 7 is provided, with 1 representing the least acceptable and 7 as the most acceptable. In each case, circle a number from 1 to 7 to indicate which best applies to you. There are no right or wrong answers. Please answer all the questions.

1. I expect other people to fully appreciate my potential . . . 1 2 3 4 5 6 7
2. Often the cost of success is greater than the reward . . . 1 2 3 4 5 6 7
3. For every winner there are several rejected and unhappy losers 1 2 3 4 5 6 7
4. The only way I can prove my worth is by winning a game or doing well on a task 1 2 3 4 5 6 7
5. I enjoy telling my friends that I have done something well 1 2 3 4 5 6 7
6. It is more important to play the game than to win 1 2 3 4 5 6 7
7. In my attempt to do better than others, I realize I may lose many of my friends 1 2 3 4 5 6 7
8. In competition I try to win no matter what 1 2 3 4 5 6 7
9. A person who is at the top faces nothing but a constant struggle to stay there 1 2 3 4 5 6 7
10. I am happy only when I am doing better than others . . 1 2 3 4 5 6 7
11. I think "success" has been emphasized too much in our culture 1 2 3 4 5 6 7

12. In order to achieve, one must give up the fun things in life 1 2 3 4 5 6 7
13. The cost of success is overwhelming responsibility . . 1 2 3 4 5 6 7
14. Achievement commands respect 1 2 3 4 5 6 7
15. I become embarrassed when others compliment me on my work 1 2 3 4 5 6 7
16. A successful person is often considered by others to be both aloof and snobbish 1 2 3 4 5 6 7
17. When you're on top, everyone looks up to you. 1 2 3 4 5 6 7
18. People's behavior changes for the worst after they become successful 1 2 3 4 5 6 7
19. When competing against another person, I sometimes feel better if I loose than if I win 1 2 3 4 5 6 7
20. Once you're on top, everyone is your buddy and no one is your friend 1 2 3 4 5 6 7
21. When you're the best, all doors are open. 1 2 3 4 5 6 7
22. Even when I do well on a task, I sometimes feel like a phoney or a fraud 1 2 3 4 5 6 7
23. I believe that successful people are often sad and lonely 1 2 3 4 5 6 7
24. The rewards of successful competition are greater than those received from cooperation 1 2 3 4 5 6 7

25. When I am on top, the responsibility makes me feel uneasy 1 2 3 4 5 6 7

26. It is extremely important for me to do well in all things that I undertake. 1 2 3 4 5 6 7

27. I believe I will be more successful than most of the people I know. 1 2 3 4 5 6 7

Appendix D

Fear of Success Scale

Correlation Coefficients Between Each Item and Total Score

Fear of Success Scale (FOSS)

The following are correlation coefficients between each item and the total score, based upon a sample of 183 males and 193 females. (Zuckerman, M. and Allison, S. N. (1976), p. 422-430).

Number	Question	Male	Female
1.	I expect other people to fully appreciate my potential. (L)**	.11	.23
2.	Often the cost of success is greater than the reward. (H)*	.40	.44
3.	For every winner there are several rejected and unhappy losers. (H)	.15	.15
4.	The only way I can improve my worth is by winning a game or doing well on a task. (L)	.15	.08
5.	I enjoy telling my friends that I have done something especially well. (L)	.09	.18
6.	It is more important to play the game than to win. (H)	.17	.24
7.	In my attempt to do better than others, I realize I may lose many of my friends. (H)	.31	.33
8.	In competition I try to win no matter what. (L)	.32	.29
9.	A person who is at the top faces nothing but a constant struggle to stay there. (H)	.27	.12
10.	I am happy only when I am doing better than others. (L)	.11	.13
11.	I think "success" has been emphasized too much in our culture. (H)	.29	.42
12.	In order to achieve one must give up the fun things in life. (H)	.22	.22
13.	The cost of success is overwhelming responsibility. (H)	.16	.17
14.	Achievement commands respect. (L)	.16	.15

Number	Question	Male	Female
15.	I become embarrassed when others compliment me on my work. (H)	.25	.27
16.	A successful person id often considered to be both aloof and snobbish. (H)	.19	.34
17.	When you're on top, everyone looks up to you. (L)	.12	.20
18.	People's behavior change for the worst after they become successful. (H)	.37	.29
19.	When competing against another person, I sometimes feel better if I lose than if I win. (H)	.29	.35
20.	Once you're on top, everyone is your buddy and no one is your friend. (H)	.27	.21
21.	When you're the best, all doors are open. (L)	.19	.10
22.	Even when I do well on a task, I sometimes feel like a phony or a fraud. (H)	.34	.33
23.	I believe that successful people are often sad and lonely. (H)	.43	.49
24.	The rewards of a successful competition are greater than those received from cooperation. (L)	.10	.20
25.	When I am on top the responsibility makes me feel uneasy. (H)	.12	.39
26.	It is extremely important for me to do well in all things that I undertake. (L)	.28	.26
27.	I believe I will be more successful than most of the people I know. (L)	.27	.39

** L - indicates low fear of success

* H - indicates high fear of success.

Appendix E

Rotter's Internal-External Locus of Control Scale

Internal verses External Control

Number	Sub	Statement	Correlation
1.	a.	Children get into trouble because their parents punish them too much.	
	b.	The trouble with most children nowadays is that their parents are too easy with them.	Filler
2.	a.	Many of the unhappy things in people's lives are partly due to bad luck.	.26
	b.	People's misfortunes result from the mistakes they make.	
3.	a.	One of the major reasons why we have wars is because people don't take enough interest in politics.	
	b.	There will always be ways, no matter how hard people try to prevent them.	.18
4.	a.	In the long run people get the respect they deserve in this world.	
	b.	Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.	.29
5.	a.	The idea that teachers are unfair to students is nonsense.	
	b.	Most students don't realize the extent to which their grades are influenced by accidental happenings.	.18
6.	a.	Without the right breaks one cannot be an effective leader.	.32
	b.	Capable people who fail to become leaders have not taken advantage of their opportunities.	
7.	a.	No matter how hard you try some people just don't like you.	.23

Number	Sub	Statement	Correlation
	b.	People who can't get others to like them don't understand how to get along with others.	
8.	a.	Heredity plays the major role in determining one's personality.	
	b.	It is one's experiences in life which determine what one is like.	Filler
9.	a.	I have often found that what is going to happen will happen.	.16
	b.	Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.	
10.	a.	In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.	
	b.	Many times exam questions tend to be so unrelated to course work that studying is really useless.	.24
11.	a.	Becoming a success is a matter of hard work, luck has little or nothing to do with it.	
	b.	Getting a good job depends mainly on being in the right place at the right time.	.30
12.	a.	The average citizen can have an influence in government decisions.	
	b.	This world is run by the few people in power, and there is not much the little guy can do about it.	.27
13.	a.	When I make plans, I am almost certain that I can make them work.	
	b.	It is not always wise to plan to far ahead because many things turn out to be a matter of good or bad fortune anyhow.	.27
14.	a.	There are certain people who are just no good.	
	b.	There is some good in everybody.	Filler

Number	Sub	Statement	Correlation
15.	a.	In my case getting what I want has littler or nothing to do with luck.	
	b.	Many times we might just as well decide what to do by flipping a coin.	.29
16.	a.	Who gets to be the boss often depends on who was lucky enough to be in the right place first.	.31
	b.	Getting the right people to do the right things depends upon ability, luck has little or nothing to do with it.	
17.	a.	As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.	.36
	b.	By taking an active part in political and social affairs the people can control world events.	
18.	a.	Most people don't realize the extent to which their lives are controlled by accidental happenings.	.31
	b.	There really is no such thing as luck.	
19.	a.	One should always be willing to admit mistakes.	
	b.	It is usually best to cover up one's mistakes.	Filler
20.	a.	It is hard to know whether or not a person really likes you.	.27
	b.	How many friends you have depends on how nice a person you are.	
21.	a.	In the long run the bad things that happen to us are balanced by the good ones.	.15
	b.	Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.	
22.	a.	With enough effort we can wipe out political corruption.	

Number	Sub	Statement	Correlation
	b.	It is difficult for people to have much control over the things politicians do in office.	.23
23.	a.	Sometimes I can't understand how teachers arrive at the grades they give.	.26
	b.	There is a direct connection between how hard I study and the grades I get.	
24.	a.	A good leader expects people to decide for themselves what they should do.	
	b.	A good leader makes it clear to everybody what their jobs are.	Filler
25.	a.	Many times I feel that I have little influence over the things that can happen to me.	.48
	b.	It is impossible for me to believe that chance or luck plays an important role in my life.	
26.	a.	People are lonely because they don't try to be friendly.	
	b.	There's not much use in trying to hard to please people, if they like you, they like you.	.20
27.	a.	There is too much emphasis on athletics in high school.	
	b.	Team sports are an excellent way to build character.	Filler
28.	a.	What happens to me is my own doing.	
	b.	Sometimes I feel that I don't have enough control over the direction my life is taking.	.24
29.	a.	Most of the time I can't understand why politicians behave the way they do.	.11
	b.	In the long run people are responsible for bad government on a national as well as on a local level.	

NOTE: Score is the total number of underlined choices (i.e., external items endorsed).

Appendix F

Letter to M. Zuckerman

March 4, 1992

Miron Zuckerman
Department of Psychology
The University of Rochester
River Station
Rochester, New York 14627

Dear Mr. Zuckerman:

As part of the requirements towards completion of my Masters Degree at Ft. Hays State University, I am conducting a study on the association of Fear of Success, Locus of Control and Self-Esteem among students at the University.

While researching for my supportive literature, I came upon the Fear of Success Scale that is found in the Journal of Personality Assessment; 1976, 40, 4, titled An Objective Measure of Fear of Success and Validation.

I would like to have your permission to use your scale to assess the Fear of Success in my study. I would be more than happy to send you the results of my study upon completion as a way of expressing my gratitude towards your cooperation of granting me authorization for its use in my research.

Your cooperation in this study is very much appreciated. I thank you in advance for your help. I have enclosed a self-addressed postage paid envelope for your response.

Sincerely,

Rick L. Froelich

Dear Mr. Froelich,

You have my permission to use the Fear of Success scale
Good luck with your research!

Sincerely,
Miron Zuckerman